

Height Can Be Important

AMHERST, Mass. (UPI)—University of Massachusetts extension home management specialists say many of today's kitchen counters are not at a comfortable height for the daily jobs performed.

"Although most women prefer variable heights," said Miss Verda M. Dale, "most sinks are too low for comfortable working conditions."

The right height for the bottom of the sink can be determined by standing erect and placing the palm of the hand flat in the bottom of the sink.

Most sinks will be six or eight

inches deep, so this means that the counters on each side will be the same height as the top of the sink, about 36 to 40 inches. The lower area for mixing food should be between 32 to 34 inches high.

THE MAIL GETS THROUGH

AMHERST, Mass. (UPI) — On Jan. 18, 1929, Mrs. Annie Hayes of Boston mailed a birthday card to her sister-in-law, Mrs. Eben Francis. The other day the card was delivered—29 years late and long after the deaths of both women.

'Understanding' Long Division Key

CHICAGO (NEA)—If you had trouble learning long division as a child, you'll probably be happy to know that someone's come up with the system aimed at removing the anguish for your kids.

The new system of teaching this troublesome problem for 4- and 10-year-olds is in use in public school systems in such cities as Portland, Oregon; Lewiston, Idaho; Midland, Michigan and New Brunswick, New Jersey.

It's all part of a revolutionary program of teaching and learning arithmetic that concentrates on

understanding the basic rules of mathematics rather than on drill and memorization of rules.

The two professors of mathematics and education who formulated the program, Maurice V. Hartung of the University of Chicago, and Henry Van Engen, University of Wisconsin, believe it enables children to absorb more mathematics in grade school, and prepares them for new, tougher courses in mathematics that they will take in high school and college.

Educators in Midland agree.

Robert G. Kingsley, coordinator of Basic Education in that Michigan city, says:

"Testing data indicate that our pupils have about the same competence in computation as in previous years. But what is far more important, their ability to understand and solve problems has shown marked improvement."

And Joseph E. Dickinson, director of mathematics and science education, at Midland High School, says:

"Perhaps the most significant outcome of the program is the positive attitude taken by the children toward arithmetic. We believe this soon will be reflected in increased enrollments and higher levels of achievement in our high school mathematics and science courses."

The program is incorporated into a series of textbooks for grades one through six called "Seeing Through Arithmetic," published by a leading Chicago textbook firm (Scott, Foresman and Co.).

The theory behind the program can be most easily understood by getting back to the problem of long division.

The division that adults learned is a short cut developed by mathematical experts for their own convenience. It's an arbitrary procedure that must be memorized. It always has baffled half the children who try to learn it because they've never been taught why it works.

Take the problem 9438 divided by 23:

First: You begin by trying to guess how many times 23 goes into 94. Suppose you try a 3. When



THE GRACE OF PRETTY GIRLS in the colorful costumes of Old Bohemia will be seen in the national dance Beseda during the two-day celebration of Malin's half-century birthday anniversary. Dancing on the green in Malin Park are, left to right, Mrs. Arthur (Jean) Evans, daughter of Mr. and Mrs. Jerry Rajnus, wearing costume of Piastany, Czechoslovakia; Vlasta Rajnus, daughter of Mr. and Mrs. William Rajnus, costume from same place; Mrs. Henry (Marie) Vacknitz, daughter of Mr. and Mrs. Ray Van Meter in old Bohemian costume; Mrs. Don (Ruth) Unruh, daughter of Mr.

and Mrs. Vaclav Kalina in Moravian bridal costume; Carol Havlina, daughter of Mr. and Mrs. Vince Havlina and Adelia Cacka, daughter of Mr. and Mrs. Adolph Cacka, in Bohemian gowns, and Donna Micka, daughter of Mr. and Mrs. George Micka, wearing a dress from Slovakia. All are originals, handmade and embroidered in brilliant colors, brought from the old country by relatives on trips abroad. Mrs. William Rajnus who speaks Czech fluently is keeping old traditions, the language and customs alive among the younger generation in Malin.

1	2
$\begin{array}{r} 3 \\ 23 \overline{) 9438} \\ \underline{69} \\ 25 \end{array}$	$\begin{array}{r} 410 \text{ r } 8 \\ 23 \overline{) 9438} \\ \underline{92} \\ 23 \\ \underline{23} \\ 8 \end{array}$
3	
$\begin{array}{r} 23 \overline{) 9438} \\ \underline{6900} \\ 2538 \\ \underline{2300} \\ 238 \\ \underline{230} \\ 8 \end{array}$	$\begin{array}{r} 200 \\ 200 \\ 10 \\ 110 \\ \text{remainder } 8 \end{array}$

For 50 years of prosperous growth we wish to offer our congratulations to our good friends in the city of MALIN

KLAMATH FALLS BRANCH OF
SOUTH 6th STREET BRANCH OF
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**1ST NATIONAL
BANK OF
OREGON**

you multiply and subtract you see that 3 was "too small" so you erase and try a 4.

Second: This time you multiply and subtract to get a remainder of 2. You bring down 3 to make 23 and see that your next number in the quotient will be 1, with no remainder. Then, however, you must remember to bring down the 8, write an 0 in the quotient, and come up with a remainder of 8.

Today's pupil who is taught by the new method will go through some longer steps while he's learning long division, but they'll make sense to him. He'll understand what he's doing.

Third: He'll try to estimate how many groups of 23 can be taken out of 9438. Since a fourth grader who is being introduced to long division is not adept at estimating, he might make an estimate of only 200. (Pupils are taught to use round numbers—even hundreds or tens.) He writes it out to the side, multiplies, and sees he was way short. But he doesn't have to start over. He simply writes another 200 to the side, multiplies and subtracts again. This time he has a remainder of 238, so he divides by 10. He has a remainder of 8, not divisible by 23, so he has finished the division part of the problem.

He need only add the figures to the side, getting 410, remainder 8, the same answer you obtained if you were careful.

His work is easily followed step by step. Your method, on the other hand, is a shorthand. The 4 you write in the quotient stood for 400. The 3 and the 8 that you brought down really were there all the time, but you ignored them. These are tough ideas for a 10-year-old.